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ABSTRACT

The Flexible Calendar Pilot Project at Evergreen Valley College focused on staff and instructional development, and assessing the needs and characteristics of the student population. The new academic calendar, based on faculty preference, called for a fall semester beginning in late August and ending in mid-December, an 18-day intersession during mid-January, and a spring semester from the end of January to the first of June. The following surveys were used to evaluate the first year (1976-77) of the project: student and staff surveys at the end of fall 1976; pre- and post-intersession surveys of faculty attitudes toward staff development; and surveys of students, full-time faculty, part-time faculty, and administrators at the end of the 1976-77 academic year. Additional methods of evaluation included comparisons of enrollment for 1975-76 and 1976-77, of the number of students applying but not enrolling, of student attrition rates, and of final grades, and an assessment of faculty reports of their participation in development activities. Effects of the shortened instructional year, number of special projects developed, and evaluation of the administration of the project were also studied. Plans for the second year are outlined in terms of problems to be resolved, goals, and current project status. Survey results are included and the instrument form is appended. (MB)

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EVERGREEN VALLEY COLLEGE

FLEXIBLE CALENDAR PILOT PROJECT REPORT

1976-1977

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August, 1977

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EVERGREEN VALLEY COLLEGE (EVC)

FLEXIBLE CALENDAR PILOT PROJECT REPORT

1976-1977

CHAPTER I

BACKGROUND OF EVC PARTICIPATION IN FLEXIBLE CALENDAR PILOT PROJECT

As a new cluster college with an emphasis on interdisciplinary instruction, Evergreen Valley College (EVC) had a particular need for staff and instructional development. Additional time was also required to assess the needs and characteristics of the student population, in order to develop instructional and support programs responsive to student goals. Thus, participation in the Flexible Calendar Pilot Project was viewed as an opportunity to obtain both the time and the academic calendar structure to achieve major institutional goals.

Prior to the San Jose Community College District's decision to submit a proposal to participate in the Pilot Project, EVC surveyed students and staff to determine the level of interest in implementing a Flexible Calendar. A sample survey indicated 212 students favored and 12 opposed the Project. Faculty were surveyed twice prior to the decision to support submitting a Flexible Calendar proposal. The initial survey revealed that 55 day faculty favored the Project, while 18 preferred the traditional calendar. Of the evening instructors responding, 22 voted for and 4 voted against participation. In the second survey, 69 faculty supported the Project and 11 opposed it.

The following specific outcomes were anticipated from participation in the Flexible Calendar Project:

Projected Faculty Outcomes

1. To increase understanding of College philosophy, goals and structure.
2. To increase understanding of EVC students' backgrounds and educational goals.
3. To develop increased awareness of minority cultures.
4. To increase understanding of interdisciplinary instruction.
5. To increase exposure to alternative methods of instruction.
6. To increase familiarity with diverse instructional media.
7. To improve faculty, student, classified staff, and administrative relations.

8. To increase the opportunity for contact among faculty in the separate Clusters, Centers and discipline areas.

9. To provide time for developing special projects related to instruction.

10. To develop short-term courses.

11. To investigate the use of computers in instruction.

12. To provide information on grant writing.

Projected Student Benefits

1. To increase staff awareness of students' needs and educational goals.

2. To improve the instructional process and student performance through elimination of the "dead period" following the holiday break.

3. To improve student retention.

4. To improve instruction as a result of the faculty development activities.

5. To increase the number of instructional options available to students.

6. To improve support services during the January intersession.

7. To provide more student access to counselors for program planning and personal counseling.

The majority of Flexible Calendar activities were related to instruction. Although no short-term courses were offered during the intersession period, some faculty used the intersession to explore possible alternatives to the traditional semester format of course offerings. Several staff development activities and workshops emphasized the development of interdisciplinary instruction.

CHAPTER II

FIRST YEAR IMPLEMENTATION OF PILOT PROJECT

Development of the Academic Calendar for 1976-77

The District Director of Admissions and Records developed four options for the 1976-77 academic calendar. Faculty were surveyed and the consensus was to establish the following academic calendar:

FALL SEMESTER

August 23 - December 17, 1976

INTERSESSION (non-flexible days)

January 10 - January 28, 1977

SPRING SEMESTER

January 31 - June 1, 1977

Although faculty and students overwhelmingly supported a calendar that ended the semester prior to the December holiday, some objections were expressed to starting the fall semester in August. Some specific concerns about the early starting date were:

1. Possible impact on students with summer employment extending into September.

2. Limited planning time for fall semester instruction.

3. Limited vacation time for faculty, particularly those teaching summer session.

4. Potential problems for families with younger children due to the difference between public school and college starting dates.

No specific concerns were expressed about the spring semester starting and ending dates. However, it was noted that the early ending to the spring semester would provide an advantage to students in obtaining summer employment.

Planning Activities for Flexible Calendar

Following designation of the San Jose Community College District as a participant in the Flexible Calendar Pilot Project, an EVC task force was formed to plan activities and procedures for the 15 intersession days. The task force was composed of the following members:

1. Nine faculty, with representation from each instructional center

2. Three provosts

3. Director of Admissions and Records

4. Director of the Program for the Handicapped

5. Director of Student Services

6. Director Library/Media

7. Director of Counseling Services

8. Director of Learning Systems

9. Aides to the Provosts for Continuing Education and Occupational Education

Members of the classified staff organization were also asked to recommend staff development activities for the intersession.

Task force responsibilities included the following:

1. To develop a method to determine full-time and part-time faculty interest in different types of staff development activities.

2. To develop a list of possible intersession activities.

3. To determine, from the response to this list, what activities would be offered during the intersession.

4. To develop a system by which faculty could select, contract for and evaluate the staff development activities available during the intersession.

Based on faculty and administrative input, the task force agreed that short-term instructional activities on any large scale would not be feasible during the intersession because of the limited time available to develop and publicize these courses. It was anticipated that some instructors would use the first year intersession to develop short-term courses for the 1977-78 year.

The task force identified the following general areas of focus for staff development intersession activities:

1. College organizational structure and development.

2. Understanding EVC students.

3. Curriculum development, including course revision.

4. Assessing and responding to educational change.

5. Improving human relations.

6. Developing alternative instructional methods.

7. Improving student services.

8. Special projects.

A general list of possible intersession activities was developed and distributed to faculty and administrators in May, 1976. Based on response to the survey, a more specific list of activities was developed, and options for individual and small group projects were added. (See Appendix A-12).

An intersession contract was developed, in which each faculty member contracted for 15 days of activities (See Appendix A-13). Contracts were evaluated by each faculty member's Center and approved by the appropriate Provost. Faculty were required to provide a report and evaluation of all intersession activities in which they participated, including individual projects.

In addition to faculty evaluation of Flexible Calendar activities a NORCAL Grant was developed to assess the "Effects of the 160-day Non-instruction Flexible Calendar Activities on Attitude Toward Instructional Development" (See Appendix A-14). A final copy of planned intersession activities including dates and location was sent to all faculty on December 30, 1976.

CHAPTER III

FIRST YEAR EVALUATION

Methods of Evaluation

1. The following surveys were used to evaluate the first year of the EVC Flexible Calendar Pilot Project:

   a. Surveys of students and staff at the end of the fall semester, 1976.

   b. Pre and post-intersession surveys of faculty attitudes toward specific aspects of staff development and instruction.

   c. Surveys of students, full-time faculty, part-time faculty and administrators at the end of the 1976-77 academic year. NOTE: The year-end surveys followed the format developed by the State Chancellor's Office Flexible Calendar Task Force.

2. Additional Methods of Evaluation:

   a. Comparison of enrollment for 1975-76 and 1976-77.

   b. Comparison of number of students counseled during January, 1976 and January, 1977.

   c. Comparison of number of students who applied and did not enroll in 1975-76 (traditional calendar) and 1976-77 (Flexible Calendar).

   d. Comparison of student attrition rate for 1975-76 and 1976-77.

   e. Comparison of final semester grades assigned for 1975-76 and 1976-77.

   f. Assessment of faculty reports and evaluation of Flexible Calendar activities in which they participated.

Evaluation of Pilot Project Concerning Shortened Instructional Year and Course Scheduling

1. Effect on Teaching Method and Course Content

   a. Results of faculty survey for fall semester, 1976 (N=91):

      1) 83% indicated the ability to complete the planned instructional programs even though the semester was 5 days shorter than the previous year.

      2) 86% indicated that the quality of the instructional program compared favorably with the quality of the same program in the prior year.

3) 95% indicated that students were able to complete course requirements during the shortened fall semester.

4) 86% preferred the Flexible Calendar schedule over the regular schedule.

b. Results of the Student Survey for Fall Semester, 1975 (N=92):

1) 75% indicated that the fall semester began at a good time for them, and that they had enough time to receive needed services such as financial aid and counseling assistance before the semester started.

2) 85% indicated they would not use the holiday period to study if the traditional calendar were being followed.

3) 94% expressed preference for ending the fall semester prior to the December holidays.

c. Results of the Faculty Survey for the 1976-77 Academic Year.

According to the results of the faculty survey for the 1976-77 academic year, student performance was not significantly reduced in comparision with previous student performance. Faculty were generally able to adequately cover the necessary course content in the 16-week semester. The shortened calendar generally did not detract from the quality of instruction.

d. Results of the Student Survey for the 1976-77 Academic Year.

According to the results of the student survey for the 1976-77 academic year, students generally had adequate time to complete course requirements. Counseling and guidance services were generally adequate, and the great majority of the students surveyed preferred ending the fall semester prior to the December vacation.

e. Results of the Administrator Survey for the 1976-77 Academic Year.

Most administrator surveys for the 1976-77 academic year indicated that eliminating the need to continue the fall semester after the December holidays was a positive feature of the shortened calendar. Administrators also felt that the early starting date for instruction during the fall semester was not a significant problem, and that the shortened calendar option should be extended to all California Community Colleges.

NOTE: Tallied results of all surveys are included in the Appendix.

2. Effect on Student Persistence and Achievement.

a. Student attrition decreased during the fall semester of the Flexible Calendar year, as compared with fall, 1975-76. Spring attrition remained constant. Since EVC opened in 1975, only one year of comparative data is available.

Attrition in Headcount (based on census day figures):

	Fall 1975	Spring 1976	Fall 1976	Spring 1977
Day	8%	7%	6%	7%
Evening	21%	17%	18%	16%

3. Effect on Student Access and Evaluation (Grading)

a. Enrollment

	Fall 1975	Spring 1976	Fall 1976	Spring 1977
Day	2,989	2,938	3,220 (+8%)	3,340 (+14%)
Evening	2,402	2,464	2,083 (-13%)	2,410 (-2%)

b. WSCH

	Fall 1975	Spring 1976	Fall 1976	Spring 1977
Day	39,154	39,240	43,992.5	41,473
Evening	15,931	18,211	15,456	17,221

c. New Students Cleared and Counseled

	Fall 1975	Spring 1976	Fall 1976	Spring 1977
Number of Students Cleared	1071	1989	1322	2238
Number of Students Counseled	1381*	2566*	1705*	2388

NOTE: A small percentage of continuing students is included in this figure. The students seen for fall were counseled in June, July and August. Only new students clear, so the number counseled exceeds the number cleared.

d. Grade Comparison (see Table 1)

4. Other Effects of Shortened Instructional Year

a. Since the college year began several weeks earlier than the public schools, the early start created problems for student parents with children in the K-12 system. To alleviate the

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*Estimate

EVC FLEXIBLE CALENDAR
FIRST YEAR EVALUATION

TABLE 1

GRADE COMPARISON

Semester	A	B	C	D	P	W	I	WN	N	No%
Fall 1975										
Day	1479 (13%)	1913 (17%)	1752 (16%)	520 (4%)	901 (8%)	2745 (25%)	254 (2%)	491 (4%)	739 (6%)	10,794 (100%)
Evening	719 (15%)	800 (16%)	737 (15%)	146 (3%)	310 (6%)	1530 (31%)	104 (2%)	272 (5%)	168 (3%)	4,786 (100%)
Spring 1976										
Day	1567 (14%	1912 (17%)	1802 (16%)	533 (4%)	1137 (10%)	2385 (21%)	205 (1%)	568 (5%)	752 (6%)	10,861 (100%)
Evening	848 (15%)	997 (18%)	[illegible] (13%)	156 (2%)	521 (9%)	1347 (24%)	132 (2%)	418 (7%)	239 (4%)	5,399 (100%)
Fall 1976										
Day	1647 (14%)	2150 (18%)	2001 (17%)	644 (5%)	1653 (14%)	2266 (19%)	221 (1%)	385 (3%)	755 (6%)	11,742 (100%)
Evening	732 (16%)	879 (19%)	689 (15%)	208 (4%)	379 (8%)	1102 (24%)	94 (2%)	260 (5%)	202 (4%)	4,545 (100%)
Spring 1977										
Day	1830 (15%)	2169 (18%)	1988 (16%)	685 (5%)	1475 (12%)	2185 (18%)	201 (1%)	471 (3%)	839 (7%)	11,843 (100%)
Evening	839 (15%)	1053 (20%)	837 (15%)	212 (4%)	347 (6%)	1295 (24%)	73 (1%)	339 (6%)	261 (4%)	5,256 (100%)

problems, EVC, in cooperation with the City of San Jose Department of Parks and Recreation, provided a day camp for school age children of college students. The day camp was well received, with 60 children attending. However, three student parents submitted a Title IX complaint based on inconvenience caused by the early start for student parents, especially women.

b. The initial year of participation allowed too limited a time for faculty, particularly those in science laboratory classes, to revise curriculum to cover the required amount of material in a shortened semester. This problem has not been evident during the second year of the project.

c. Some difficulty was encountered in scheduling classified vacation time because of the limited amount of summer vacation time resulting from the early start. Again, this has not been a problem during the second year since vacation schedules have been adapted to the shortened year.

d. An increase in late registration was probably attributable to the early calendar.

e. Some difficulty was experienced in contacting and processing students for pre-registration counseling, EOPS appointments, and financial aid assessment prior to the fall semester.

f. Increased late enrollment placed last-minute demands on counseling and other student support services. However, since a similar last minute overload on counseling existed in the prior year, it is difficult to assess the extent to which the early calendar was responsible for this situation.

Overwhelming student and faculty support for the beneficial features of the Flexible Calendar and the minimal problems experienced during the beginning of the second year of participation appear to more than offset the above problems.

Evaluation of the Use of the Flexible Calendar Days

1. Measures of Activity

a. Number of workshops offered: 18 (See Flexible Calendar Activities Brochure in Appendix A-15)

b. Attendance

With very few exceptions, staff attended intersession activities for which they had contracted. Attendance was taken at each of the scheduled sessions, and justification for absences was obtained.

c. Special Projects

In addition to the scheduled group activities, staff participated in the following selected list of individual or small group projects (See Appendix A-20 for a complete list of special projects):

Project	Number Participating
New Course Development	49
Course Revision	26
Development of Computer Assisted Instructional Modules	10
Development of Instructional Modules	17
Program Revision	6
Development of Instructional Materials	17
Library Resource Related Activities	6
Center Meetings	61
Discipline Meetings	36
Conferences and Workshops (off campus)	27
Meetings with Staff from other Colleges	6

In their reports on Flexible Calendar activities, approximately 2/3 of the faculty reported satisfactory completion of their special projects, while the remaining 1/3 reported projects were still in process.

d. Student Participation

Students also participated in some scheduled activities, including workshops on "Developing a Readiness College" and "Unconscious Cultural Clashes". Students have requested more involvement in planning for the 1977-78 intersession activities.

2. Identified Outcomes

a. Faculty survey responses and written reports of Flexible Calendar activities indicated the following positive outcomes:

1) Increased contact among faculty from different disciplines, Clusters and Centers.

2) Provided opportunity for improving faculty-administrator relations by working together on and in workshops.

3) Increased understanding of interdisciplinary instruction

4) Increased exposure to a variety of instructional methods and media.

5) Increased understanding of EVC students.

6) Provided time for completion of special projects related to instruction.

b. Results of a study to determine staff attitudinal changes resulting from intersession activities. (The study was conducted by B. Fradkin, EVC Media Coordinator under a NORCAL grant.)

Pre-Survey Responses: N = 106
Post-Survey Responses: N = 110

Table 1

Staff Participation in
Non-Instructional Activities

Workshop/Activity	Number of Participants	(PCT) of total Faculty attending Workshops
Unconscious Cultural Clashes	22	30.1
Student Profile	10	13.7
Instructional Media Selection	8	11.0
Quick and Dirty Media Production	12	16.4
EVC Library Resources	4	5.5
Instruction TV Production	10	13.7
Immersion in Spanish (Participation Limited)	12	16.4
Computer Instruction	22	30.1
Integrating Future Perspectives	20	27.4
Interdisciplinary Humanities	26	35.6
Innovative and Interdisciplinary Curriculum	30	41.1
Student Learning Styles	7	9.6
Readiness College	13	17.8
Transfer Student Follow-up	6	8.2
Occup.-Voc. Tech Student Follow-up	5	6.8
Grant Writing	9	12.3

Four of the workshops involved more than thirty percent of the particating staff; however, none of the workshop offerings was cancelled due to minimal attendance. The data reported was collected from the attendance sign-in sheets completed during each session. In some cases more partipants attended than is indicated on Table 1. This is due to late attendance or other reasons.

The demographic information collected separately defines the background of participating staff and the level of participation.

Table 2

Number of Workshops Attended

Number of Workshop Activities Attended	Number of Participants	Pct Freq.	Cum Freq.
0	11	15.1	15.1
1	13	17.8	32.9
2	12	16.4	49.3
3	12	16.4	65.8
4	10	13.7	79.5
5	4	5.5	84.9
6	5	6.8	91.8
7	1	1.4	93.2
8	2	2.7	95.9
9	1	1.4	97.3
10	2	2.7	100.0

Fifty percent of the participants attended three or more scheduled "non-instructional days" activities. Eleven faculty who reported their reactions on the non-instructional activity questionnaire noted they attended none of the activities. The faculty profile indicated 82.2 percent of the participating faculty had worked at community colleges for six or more years. Most of the staff participants were day faculty although 2.7 percent were evening faculty. Perhaps "twilight" activities could be offered to better accommodate evening faculty. Most of the faculty in attendance had been public school teachers prior to their community college employment. Faculty who attended workshop activities represented twenty-eight discipline areas, with Nursing leading, represented by eleven staff participants.

We gathered participant response to flexible calendar "non-instruction" activities in three areas: organization and overall reaction to the workshops; staff development concerns; and approach to instructional methodology.

In reviewing overall reaction to the workshops, participating faculty response was in the satisfactory range, 75 percent. Faculty overwhelmingly supported the process of self-selection of workshops from a menu of alternatives (72.6%). The general distribution of responses indicated either strong agreement or neutrality in the majority of cases.

Workshop activities were scheduled through the "non-instructional days" to encourage the greatest flexibility in workshop participation. Workshops projected to attract staff with similar interests were not scheduled during the same time frame. Faculty reacted positively (72.6%) to this organizational plan indicating their satisfaction with the workshop time schedule.

Regular staff input was an important ingredient in planning the menu of activities. This preplanning organization had direct payoff in the number of workshops attended and in the agreed value of the workshops. Eighty percent of the staff in attendance indicated the workshops were valuable in meeting instructional growth needs.

Staff development initiatives often do noc deal with the exchange of information and knowledge among faculty for instructional planning and decision making purposes. An overwhelming response by the staff indicated this activity program promoted better professional communication among staff. Some faculty have expressed feelings of discipline isolation due to the structure of the cluster college. These workshops provided an opportunity for faculty to share reactions to successes and problems.

Although support for the workshops was evident, in the future the following concerns should be reviewed:

..Evening or late afternoon workshops
..On-going workshops after the flex-cal-non-instructional period
..Decrease number of lower attendence workshop areas
..Build criterion-based evaluation into each workshop activity.

Ten of the sixteen workshop opportunities concerned approaches to the instructional process. The following reactions were recorded from EVC faculty.

Statements	Reaction
1. Emphasis in teaching should be on content.	51% agreed
2. Knowledgeability indicative of effective teaching.	68% disagreed
3. Instructional objectives/deal with trivia	77% disagreed
4. Learning dependent on structure as well as content	75% agreed
5. Identification of goals important	74% agreed
6. Instructional effectiveness dependents on different learning style	75% agreed
7. Role of teacher involved in design of instructional materials	78% agreed

In summary, the reactions to these statements indicates that faculty are receptive and supportive of instruction approaches advocated at Evergreen Valley College.

The workshop "non-instructional days" provided a unique opportunity to initiate and further plan our staff development program. The testing instruments indicated several important areas that should be considered in future plans.

Basis for Future Staff Development	Reaction
Skills and insights are gained through professional development	72% agreed
There are enough opportunities to work on instruction during semester	70% disagreed
Voluntary participation in development activities	70% agreed
College credit/increment credit should be given for staff development	65% agreed
Non-instructional activities satisfied professional growth requirements	51% disagreed

c. The 1976-77 faculty survey of the Pilot Project provided the following evaluation information concerning the Flexible Calendar activities:

1). Sample of responses to the faculty survey question concerning "the advantages of the Flexible Calendar Project:"

a) Provided time for in-service training.
b) Allowed for sharing of ideas.
c) Improved articulation with state colleges.
d) Increased communication between faculty, support staff and administration.

2) Sample responses to the survey question on "disadvantages of the Flexible Calendar Project:"

a) Need more inservice for part-time faculty.
b) Too many activities offered.
c) Problem of including counselors and librarians in activities when they are required to continue ongoing responsibilities.
d) Need more problem-solving activities.

3) Sample responses to survey question on "suggestions for improving the Pilot Project:"

a) Develop a single focus for the entire session (frequent response).
b) Reduce the number of activities.
c) More faculty participation in giving workshops.
d) Put the whole community college system on this Calendar.
e) Reinforce activities so we maintain momentum.

Evaluation of the Administration of the Pilot Project

1. Calendar and Course Scheduling

The academic calendar for the Flexible Calendar was developed and adopted with minimal administrative difficulty. Four proposed calendars were developed by the Director of Admissions and Records and submitted to the faculty for consideration. Students were also polled as to their desires concerning an early or traditional calendar year. Since short-term courses were not an EVC focus for the first year of the Project, few scheduling difficulties occurred. The following problems were, in part, attributable to calendar alteration:

a. The bookstore had difficulty in obtaining some textbooks in time for the early semester start.

b. Scheduling of classified vacations was affected, particularly in areas involved with summer school, when staff had planned to take vacation during August. This problem should occur only during the first year of the early calendar.

c. Deadline dates for such responsibilities as evaluation and schedule development had to be accelerated.

2. Registration

Increased late registration created some workload problems for staff during the early opening. However, this was somewhat offset by the extended amount of preparation and processing time for spring registration. Pre-registration counseling was impacted, in part, due to the early calendar.

3. Support Services

a. Demands on counseling were intensified during the fall semester, but more time was available for counseling of new and continuing students during the January intersession period.

b. EOPS and Financial Aide administrators reported some problems in processing students due to the early start. Students were difficult to contact for appointments. Again, this problem was alleviated in the spring since more time was available. In general, fewer problems were experienced by support services during the beginning of the second year of the Flexible Calendar Project.

c. Many counselors and other support services staff who were required to continue their ongoing responsibilities during the intersession felt they would have benefitted by participation in staff development activities. As a partial solution, additional activities were scheduled for counselors and librarians during the spring semester. Since increased student support activities is a goal of the Flexible Calendar, cost implications for areas such as media and instructional development should be considered in budget planning.

e. The impact of the intersession on classified work schedules was also listed as a concern.

4. Development of Flexible Calendar Activities

a. The development of intersession activities brought faculty and administrators together in a constructive working relationship However, increased demand was placed on administrator time in the process of identifying, developing and offering intersession activities. The intersession activities turned out to be a fairly significant staff development project, resulting in a recommendation to make this a major administrative assignment for the coming year.

b. Many intersession activities and workshops were developed and/or conducted by administrators.

c. Numerous meetings were held with faculty, outside workshop consultants, administrators from San Jose City College and the Chancellor's Office Task Force.

d. Administrator surveys included the following responses concerning the intersession activities:

1) Most significant benefits:

a) Allows for faculty and instructional dvelopment.
b) Allows for exchange and follow-through of ideas discussed during the intersession.
c) Benefits the instructional program.
d) Generally beneficial to the college.

2) Most significant disadvantages:

a) Need to develop institutional priorities for direction in developing activities.
b) Need more flexibility in scheduling activities.
c) The time between semesters is too long for some students.
d) Need some mini-courses.

3) Suggestions for improving the Pilot Project:

a) Set institutional priorities so the intersession activities have a stronger focus.
b) Develop more mini-courses for students.
c) Plan more staff development activities for classified staff.
d) Increase use of faculty as workshop moderators.

5. Cost of Flexible Calendar Pilot Project

a. Indirect Costs

Indirect costs are difficult to access. They include such items as faculty and administrator time spent in addition to regular full-time assignments, and the need for more hourly staff in some

support service areas due, in part, to late registrants. Approximate indirect costs are estimated at $8,000.

b. Direct Costs

Direct costs of the Flexible Calendar for EVC were approximately $10,000. These included costs for hourly staff directly involved with the Flexible Calendar planning, consultants for workshops, duplicating, supplies, travel, day camp and substitutes to enable some librarians and counselors to participate in staff development activities outside of the intersession.

c. Cost Benefits

1) Decrease in part-time instructional salaries. This is partially offset by payments to part-time instructors for attendance at intersession activities.

2) Decrease in hours for some classified staff.

d. Cost to Students

Loss of work-study opportunities during January.

e. The following information is provided in response to the questions listed on page 18 of the administration evaluation section of the Chancellor's Office Flexible Calendar Pilot Project Progress Report:

1) Flexible Calendar Project Planning Responsibility:

Responsibility for planning the 1976-77 Flexible Calendar Program at EVC was assigned to the Provost for Educational Services.

2) Decision Making Structure for Project Monitoring:

The decision-making or supervisory structures included the President, the Instructional Provosts, Directors, Aides, Center Coordinators, Faculty and the appropriate administrators from San Jose City College and the District Office, the District Chancellor and the Board of Trustees.

3) College Accountability:

Accountability for the Flexible Calendar was monitored through surveys, faculty reports, administrative reports, budget records, evaluation of activities, data processing reports related to student enrollment, retention and grades, reports to the State Chancellor's Task Force on the Flexible Calendar, and communications to the Board of Trustees.

4) Faculty, Board and Community Input:

All full and part-time faculty were surveyed concerning their interest in participating in the Project. Faculty

members participated in the EVC Flexible Calendar Committee which was responsible for all planning. Some faculty also participated in developing and offering intersession workshops. The Board of Trustees was kept informed of overall planning and requested status reports. The community was informed of the Project through the media, and through the surveys of students.

5. Assessment of Support from Faculty, Board of Trustees, and Community.

   a) Faculty support for the Flexible Calendar was primarily assessed through surveys and committee participation. Very few faculty expressed opposition to the Project; the majority saw the Flexible Calendar as a much needed opportunity for instructional and staff development.

   b) The initial proposal for requesting approval to participate in the Flexible Calendar was presented to the Board of Trustees and approved. The Board also requested and received reports concerning the progress of the project. In addition, the Board requested evidence that both faculty and students were supportive of the Project, and approved providing a day camp to decrease problems caused by the early calendar for EVC students with school-age children. No formal assessment of community support was undertaken; however Community members and representatives from industry were involved in workshops. Occupational faculty also visited area industries during the intersession.

6. Input on Part-Time Faculty

   Part-time faculty members were offered the opportunity to participate in intersession activities. Special sessions, with an emphasis on improving the communication and articulation between evening and day faculty were held. Part-time faculty were included in all Flexible Calendar faculty surveys. The Flexible Calendar intersession decreased instructional hours for part-time faculty.

CHAPTER IV

PLANS FOR SECOND YEAR OF FLEXIBLE CALENDAR PILOT PROJECT AT EVC

A steering committee of certificated and classified staff, chaired by the Aide to the Provosts: Continuing Education and Community Services, has been charged with responsibility for planning and implementing the 1977-78 EVC Flexible Calendar Project. In addition, two subcommittees, one for certificated and one for classified staff are working on specific activities related to the Flexible Calendar and staff development. The steering committee has been meeting since July, 1977.

Problems to be Resolved, Based on 1976-77 Flexible Calendar Evaluation

1. Flexible Calendar

   a. Concern that the time break between semesters is too long for many students and interferes with subject matter retention.

   b. Need for increased student involvement in the development of activities.

   c. Need for continued provision of child care activities for children of student parents who would be in public schools during a regular academic calendar year.

   d. Concern expressed by some Student Services personnel staff that they are excluded from intersession activity participation if they need to continue regular assignments. Flexible Calendar activities occur during the counselors' busiest time.

   e. Concern from some instructors that there be more flexibility in selecting Flexible Calendar activities.

   f. Need for more follow-through on activities. Concern was expressed that some momentum generated during the intersession activities was lost in the spring semester.

2. The following goals are structuring the planning for the second year of EVC's participation in the Flexible Calendar Pilot Project:

   a. Steering committee analysis of evaluation results from the 1976-77 Flexible Calendar Pilot Project.

   b. Identification of those components deemed successful in achieving desired outcomes as suggested by State guidelines and as demonstrated by evaluations for 1976-77.

   c. Consideration of revision or elimination of less successful Flexible Calendar components.

   d. More effort to involve an increased number of faculty, students, and staff in overall planning.

e. More effort to involve faculty, staff and students in intersession activities.

f. Integration of Flexible Calendar staff development activities into EVC's large-scale in-service projects for 1977-78.

g. Increased flexibility in selection of days to be used as "non-instructional".

h. More emphasis on use of in-house expertise for Flexible Calendar activities.

i. Resolution of problems resulting from the need for some staff to continue ongoing position responsibilities during the intersession period.

j. More effort to be given to the development and offering of short-term courses during intersession.

k. More emphasis on product-oriented activities for the intersession.

l. Expansion of Student Service activities, including counseling, advising and programming of current and new students.

m. Possible revision of contract agreements changing from days to hours in order to increase flexibility for staff participation.

n. Expanded activities for new day and evening staff orientation.

o. Increased communication with staff concerning Flexible Calendar activities, including a newsletter.

p. Increased late afternoon and evening workshops with particular emphasis on part-time faculty.

q. Development of criterion-referenced evaluation instruments for assessment of activities.

r. Increased use of Flexible Calendar intersession for instructional development.

s. Continued cooperation with San Jose City College in offering joint Flexible Calender activities

t. Provision of activities for classified staff.

3. Current Status of Flexible Calendar Planning

a. EVC fall day enrollment increased by 8%.

b. Fewer problems were experienced as the result of the early calendar start. Financial aids, counseling and EOPS appeared to have adequate time to meet student needs, although significant late registration occurred.

c. An All-College opening day for faculty and staff was held prior to the beginning of school. The morning session focused on a "Status of the College" report from different components of the College community. The afternoon session was devoted to Center meetings for faculty and spring schedule planning.

d. Steering committee members have met frequently. Several have attended staff development workshops.

Survey Results Concerning Implementation of Early Calendar

(December, 1975)

Early Semester Survey

Day Instructors -	Early Semester	- 55
	Traditional	- 18
Evening Instructors -	Early Semester	- 22
	Traditional	- 4

Comments -

Evening preferring traditional semester - No Comments

Evening preferring Early Semester -

Good Idea (5)
Four or Five weeks with a Christmas intersession and end in mid June as usual
The week after Christmas is bad for classes anyway
It's good for students transferring to State (2)
It's good for the students
Will need a special effort to get students to register
Bad having 1 semester longer than the other
Three 160 day semesters would be best and most economical
Hope it eliminates the traditional Easter break

Day preferring traditional semester -

Would conflict with lower level schools (vacations I guess) (3)
Parents would have child care problems (2)
Both semesters should be the same length
If Christmas vacation is a problem eliminate it
It shortens summer employment (4)
Canvas students not faculty
Needs more info.
Christmas is too busy a time for finals
Students don't like starting in August
Less vacation time
Prefer vacation during summer rather than winter

Day preferring Early semester -

Good (7)
What about transition from High School
Will we match up with State? (2-)
Many advantages, no disadvant-ages
Start a week earlier and end earlier to help with Christmas
Have 4 weeks at Christmas - What about a 4 or 5 week break (2)
Exams after Christmas are bad
Split semesters more evenly
May loose students unless all colleges in area start at same time
Longer vacation with an intersession
End when kids get out of lower schools in June
If get the 160 day proposal, lopp off at the beginning of Fall

Prepared by R. Brown and G. Cox

Student's said they would cut the first week, so we should
emphasize the "drop" thing about the first 2 classes.
Only if other colleges coordinate
Families may have troubles with the holidays
Will be good for attendance after Christmas
Can't we start closer to Sept 1
Can 1 semester be longer than the other?
Students in favor of it (2)

To: Faculty and Administrators 5/21/76

Name: (Optional) _____

Subject: Flexible Calendar Staff Development Task Force Questionnaire

EVC is participating in a Flexible Calendar Pilot Project that requires fifteen days of staff development activities. Activities may include such things as workshops, meetings, teaching short-term courses, and individual projects. To help identify activities of interest to you, the Task Force needs your response to the following questionnaire. The Task Force is attempting to identify preferred activities, the amount of time needed for various activities, and whether involvement should be by individual, Center, Cluster, etc. Sorry about the length, but we tried to offer a comprehensive list of ideas, and to allow for suggestions from each of you. PLEASE take time to complete the questionnaire, and return it to Marge Bluha, Roble E-215 by Tuesday, June 1, 1976.

PLEASE CHECK RESPONSE

ACTIVITY	INTEREST			INVOLVEMENT					TIME NEEDED				
	Fantastic	Try it	Forget it	All College	Cluster	Center	Subject Area	Individual	One Hour	Two Hours	Half Day	Full Day (6 hrs)	Other (Specify)
Reexamine College Structure													
Examine College Goals and Philosophy													
Budgeting Topic_____													
Future Program Planning													
Develop Student Follow-up Techniques													
Student Retention Workshop													
Student Evaluation & Testing Topic_____													
Student Profile: Implications for Instruction, Services, etc.													

ACTIVITY	INTEREST			INVOLVEMENT					TIME NEEDED				
	Fantastic	Try it	Forget it	All College	Cluster	Center	Subject Area	Individual	One Hour	Two Hours	Half Day	Full Day (6 hrs)	Other (Specify)
Human Relations Workshop													
Improving Communications													
Campus/Community Relations													
Career Education/ Development													
Wkshp. on needs indicated by recent occup. instr. survey													
Instructor Self-Evaluation Techniques													
Take intensive conversational course in Spanish													
Participate in Work Experience in Business/ Industry for instructors Area _____													
Workshop: Use of Tutors													
Develop a Mini-course Specify Area _____													
Teach a Mini-course Specify Area _____													
Individual Project Specify _____													
Wkshp: Use of Computers													
Wkshp: Current Comm. Coll. Legislation Implications													
Wkshp: Your Suggestion: _____													
Outside Speaker: Topic _____ Speaker _____													

ACTIVITY	INTEREST			INVOLVEMENT					TIME NEEDED				
	Fantastic	Try it	Forget it	All College	Cluster	Center	Subject Area	Individual	One Hour	Two Hours	Half Day	Full Day (6 hrs)	Other (Specify)
Inhouse Speaker: Topic: _____ Speaker: _____													
Using TV for Instruction													
Producing A/V Materials													
Selection and use of instructional media for instruction													
Knowing and using EVC Library Materials													
Individualizing Instruction Area_____													
Wkshp: Different Student Learning Styles													
Developing Instructional Modes Area_____													
Alternative Instructional Approaches													
Using materials related to the future as course materials													
Developing Interdisciplinary Courses													
Developing a General Ed. Core Course													
Developing Multi-cultural Programs/Courses													
Develop/update course syllabus													
Revise Existing Program Area _____													

ACTIVITY	INTEREST			INVOLVEMENT					TIME NEEDED				
	Fantastic	Try it	Forget it	All College	Cluster	Center	Subject Area	Individual	One Hour	Two Hours	Half Day	Full Day (6 hrs)	Other (Specify)
Meetings:													
Subject Area Assn.													
Day/Evening Faculty Subject Area _____													
Day Faculty Topic_____													
Cluster Topic_____													
Center Topic_____													
Occup. Advisory Committees Topic_____													
Articulation/Visitations:													
Other Colleges													
Business/Industry													
Community Specify_____													
Other _____													
Conference Topic_____													
Institutional Research Topic_____													
Develop Diagnostic Instruments													

Please list your recommendations, suggestions, ideas: